

# Texas Education Agency Standard Application System (SAS)

<b>2018–2019 Technology Lending</b>			
<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section 32.301	<b>FOR TEA USE ONLY</b> Write NOGA ID here:	
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED TEXAS EDUCATION AGENCY 2018 FEB -5 PM 2:26</div>	
<b>Application deadline:</b>	5:00 p.m. Central Time, February 6, 2018		
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494		
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087		

## Schedule #1—General Information

<b>Part 1: Applicant Information</b>				
Organization name	County-District #		Amendment #	
<b>Harlingen CISD</b>	<b>031-903</b>		<b>N/A</b>	
Vendor ID #	ESC Region #			
<b>74-6001053</b>	<b>01</b>			
Mailing address		City	State	ZIP Code
<b>407 N. 77 Sunshine Strip</b>		<b>Harlingen</b>	<b>TX</b>	<b>78550-5820</b>
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
<b>Jessica</b>	<b>D</b>	<b>Hruska</b>	<b>Special Projects and Grants Specialist</b>	
Telephone #	Email address		FAX #	
<b>956-430-9765</b>	<a href="mailto:Jessica.hruska@hcisd.org">Jessica.hruska@hcisd.org</a>		<b>956 430-9524</b>	
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
<b>James</b>		<b>Pearcy</b>	<b>Director of Technology</b>	
Telephone #	Email address		FAX #	
<b>956-430-9540</b>	<a href="mailto:James.pearcy@hcisd.org">James.pearcy@hcisd.org</a>		<b>956-430-9542</b>	
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

### Authorized Official:

First name <b>Arturo</b>	M.I. Last name <b>J Cavazos</b>	Title <b>Superintendent of Schools</b>
Telephone # <b>956-430-9502</b>	Email address <a href="mailto:Arturo.cavazos@hcisd.org">Arturo.cavazos@hcisd.org</a>	FAX # <b>956-430-9524</b>
Signature (blue ink preferred)		Date signed

*Dr. Arturo Cavazos*

*2/2/18*

Only the legally responsible party may sign this application.

**Schedule #1—General Information**County-district number or vendor ID: **031-903**

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**County-district number or vendor ID: **031-903**

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**County-district number or vendor ID: **031-903**

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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**Schedule #4—Request for Amendment**County-district number or vendor ID: **031-903**

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	<a href="#">Indirect cost</a> ( %):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**County-district number or vendor ID: **031-903**

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**County-district number or vendor ID: **031-903**

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Austin Elementary, Bonham Elementary, Bowie Elementary, Crockett Elementary, Dishman Elementary, Houston Elementary, Jefferson Elementary, Lamar Elementary, Long Elementary, Milam Elementary, Means Elementary, Rodriguez Elementary, Stuart Elementary, Travis Elementary, Treasure Hills Elementary, Wilson Elementary.

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

HCISD is committed to ensure all students have the necessary 21<sup>st</sup> century skills to be competitive in post-secondary education as well as the workforce. This commitment starts in Pre-Kindergarten and continues through our secondary experience. In part, the implementation of technology and digital instructional materials used in the curriculum is one example of how we prepare students for the future. Unfortunately, the district funding that is allotted for the purpose of devices and Internet access to this digital material is insufficient and is identified as a need of the district. Therefore, funding provided through the Technology Lending Program Grant (TLPG) is greatly needed to provide the necessary resources to students who are in the greatest need.

In preparing for the TLPG grant, a design team was created to conduct a needs assessment to identify and prioritize the technology needs of the district with the intent of increasing student achievement. Through a comprehensive analysis the design team identified a major gap in the technology pipeline in the primary grade level. More specifically the gap from Pre-Kindergarten to Kindergarten. In 2016 HCISD was awarded the High Quality Pre-K Grant which allowed us to put iPad and digital curriculum in the hands of our Pre-K students. Through this grant, pre-kindergarten teachers were able to enhance instruction in the areas of early literacy and writing. Data from the CIRCLE Progressing Monitoring Report indicated that 91% of the students were proficient in the area of Letter Naming and Phonological Awareness indicated 94% proficient at the end of the 2017 school year. The goal for this grant is to continue the levels of success achieved by the pre-kindergarten students into kindergarten

Upon extensive review of the kindergarten data, it was determined that 35% of district kindergarten students were performing at levels that indicated a high likelihood of encountering reading difficulties. The 16 campuses selected for this grant did not meet the acceptable criteria for student placement in each tier. Using the RTI model and iStation data, kindergarten classrooms identified with the highest number of kindergarten students not making adequate progress or students identified as Tiers 2 and 3 would be targeted for the additional technology support. An application process will be implemented between Kinder teachers at each campus to pilot the integration of technology devices, curriculum, and the added component of the lending program for use at home.

The budget and the goals we've developed based on the Technology Plan, Campus Improvement Plans, and the District's Strategic Plan. Some of the highlighted indicators from this plan that will be achieved by this grant include prepping students with 21<sup>st</sup> century skills, increasing student achievement, and providing an environment of collaboration. The objectives of this grant include 1) Purchasing equipment for Kindergarten students with the greatest need to digital resources and content. 2) Provide internet access to students at home for access to digital instructional material and 3) Provide access to curriculum based resources that will focus on early literacy.

The budget includes providing Kindergarten teachers who have applied from each campus a set of six iPads, with cases, a charging cart, and book share app that will allow them to take home a device and pick a book to read from the app. Every one of the 16 elementary campuses will receive at least one set for implementation at the kindergarten level with the higher need campuses receiving an additional set. In addition to the iPads and accessories, each of the 16 campuses will receive 2 Wi-Fi hot spots for Kindergarten students to check out for home use along with their iPad device.

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**Schedule #5—Program Executive Summary (cont.)**County-district number or vendor ID: **031-903**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The opportunity to provide this type of technology to Kindergarten students both in the classroom and at home is revolutionary. Because the population we have identified are young children, we have added a Parental Engagement piece which will consist of informational parent meetings on care, access, and processes to check out devices. HCISD currently has an effective check out process as well as guidelines that are implemented in the secondary schools which will be adapted to fit the Kindergarten population.

To ensure the success of the grant outcomes, a team which consists of the Superintendent of Schools, the Director for Technology, the Coordinator for Early Childhood, Elementary Principals, and the Special Projects and Grants Specialist will monitor all milestones and outcomes outlined in the grant. The Director of Technology and the Coordinator for Early Childhood will be identified as project directors and will monitor the purchasing, care, check out process, as well as the integration into the classroom. Quarterly reports will be analyzed on the use of devices in both the classroom and at home, usage of Wi-Fi hotspots at home, as well as student achievement based on iStation data. If areas of concerns arise, the project directors will work with upper level administration to create an action plan to remedy the issue. In addition, both qualitative and quantitative data will be collected from all stakeholders including students, parent, and administrators throughout the grant period to monitor effectiveness and grant requirements.

The process and designs that have been created for this grant are specific and measureable to the desired outcomes. The district and campus support system has been outlined and encompasses a district wide effort. This design is both innovative and ambitious as we continue to work on filling the technology gap within the district to enhance student achievement.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: <b>031-903</b>			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$18,096	\$0	\$18,096
Schedule #9	Supplies and Materials (6300)	6300	\$81,795.00	\$0	\$81,874
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$	\$	\$
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	<b>\$99,970</b>
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$
This is the maximum amount allowable for administrative costs, including indirect costs:					\$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: <b>031-903</b>		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	52 T-Mobile WiFi Hotspots with 12 months of service @ \$29.05 per month	\$18,096
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>a. Subtotal of professional and contracted services:</b>		\$18,096
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$
<b>(Sum of lines a and b) Grand total</b>		<b>\$18,096</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #9—Supplies and Materials (6300)</b>				
County-District Number or Vendor ID: <b>031-903</b>			Amendment number (for amendments only):	
<b>Supplies and Materials Requiring Specific Approval</b>				
			<b>Grant Amount Budgeted</b>	
6300	Total supplies and materials that do not require specific approval:			\$81,874
	Item	Qty	Unit Price	
	iPad, 128GB, Silver	156	\$400.00	
	iPad case	156	\$50.00	
	Lock N Charge Charging Station, IQ10	26	\$431.00	
	Book Creator App	156	\$3.00	
<b>Grand total:</b>			<b>\$81,874</b>	

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: <b>031-903</b>		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6400	Operating costs that do not require specific approval:	\$
<b>Grand total:</b>		<b>\$</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: <b>031-903</b>			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>66XX—Computing Devices, capitalized</b>				
1				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
<b>66XX—Software, capitalized</b>				
11				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
<b>Grand total:</b>				<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**County-district number or vendor ID: **031-903**

Amendment # (for amendments only):

**Part 1: Student Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	978	82.7%	
Limited English proficient (LEP)	219	18.52%	
Disciplinary placements	0	0%	
Attendance rate	NA	95.65%	
Annual dropout rate (Gr 9-12)	NA	DNA%	

**Part 2: Students To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
	1,182													1,182

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 031-903

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In planning for the TLPG grant, HCISD created a design team which consisted of individuals at all levels and departments that impact instruction. This team was tasked with conducting a **needs assessment** to identify and prioritize the technology needs of the district with the intent of **increasing student achievement**. In considering the emphasis of technology that has been geared toward the secondary grade levels, with a existing technology lending program in place and a program that gifts over 400 devices to students a year, the design team chose to focus on the primary grade levels. More specifically, we looked at how to fill the technology gap between grade levels. Even though we are a Bring Your Own Device District (BYOD), we still have pockets of integration of technology into instruction because of the lack of devices in the primary grade levels based on a district technology survey sent out in the Spring of 2017. We have started to remedy this problem by receiving the High Quality Pre-kindergarten grant which allowed us to create a technology plan for pre-kindergarten students that includes student lead activities with the use of iPads. Although we have seen great strides in student achievement in Pre-K with the use of technology in instruction there is a glaring gap between Pre-K and 3<sup>rd</sup> grade. Therefore, we are committed to filling this gap and connecting the pipeline of technology integration by focusing on **Kindergarten**. The **goal** for this grant is to continue the levels of success achieved by the pre-kindergarten students into kindergarten.

Upon extensive review of the kindergarten data, it was determined that 35% of district kindergarten students were performing at levels that indicated a high likelihood of encountering reading difficulties. The campuses shown below we're selected using a multi-tiered intervention model (RTI) as determined by iStation data. The 16 campuses selected did not meet the acceptable criteria for student placement in each tier. Tier 2 students needing targeted or supplemental interventions should be in the range of 5-15% of students. Tier 3 students needing intensive intervention should be less than 5%. Campuses were prioritized by those exceeding the recommended RTI level of service per tier.

**Campuses Based on Need Determined Percentage of RTI Placement**

Campus	%Tier 2	%Tier 3
Houston	32	17
Travis	32	16
Bowie	23	28
Lamar	23	13
Austin	21	15
Long	20	18
Treasure Hills	19	10
Wilson	18	18
Dishman	18	5
Milam	16	44
Rodriguez	15	21
Bonham	15	18
Stuart Place	13	14
Jefferson	10	39
Means	8	22
Crockett	7	10

Unfortunately, the district does not have sufficient funding to match the successful technology program which was implemented in pre-kindergarten. The campuses being targeted would greatly benefit from the funding offered through the TLPG grant as it will allow students access to technology and digital content both in the classroom and at home through the lending process.

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**Schedule #13—Needs Assessment (cont.)**County-district number or vendor ID: **031-903**

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	The Kindergarten program at HCISD is lacking the necessary technology to implement the access to different modalities of instruction that is differentiated to meet their specific needs Tier 2 and 3 students.	Families in the area struggle with providing students with devices to engage in classroom extension activities. The grant will provide students access to use technology in the classroom and at home. Homes that have limited access to books the device can be checked out for home use. The grant is going to supplement the existing technology in the Pre-K classrooms.
2.	Families lack connectivity for devices in the home.	The grant would allow students to use the internet and available resources to access literacy activities at home.
3.	The Pre-K program is equipped with a solid base of technology for students to access and develop early literacy skills. The goal is to provide a continuum of services that bridges from Pre-K to kindergarten.	The grant will close the technology gap between the grade levels.
4.	Family engagement is a key component for student success and a goal in the district.	The grant will assist in providing the necessary training sessions to increase computer literacy in the home.
5.	Due to language barriers and high illiteracy rate students are not read to as research suggests for positive learning outcomes.	The grant will provide a variety of programs that will allow students to experience vocabulary through multiple opportunities with print and digital books. Homes that have limited access to books, the device can be checked out for home use.

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**Schedule #14—Management Plan**County-district number or vendor ID: **031-903**

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Superintendent of Schools	Dr. Arturo J Cavazos is the Superintendent of HCISD holds a Doctorate Degree in Education and will be responsible for ensuring the district holds to the grant activities and state regulations.
2.	Director of Technology	Holding a Master's Degree in Education, Mr. James Pearcy, has 15 years of experience administering grants. He possesses the experience, skills and competency necessary to ensure the project remains on budget and within the scope proposed. Mr. Pearcy will ensure all devices are appropriately inventoried and prepped for student use.
3.	Coordinator for Early Childhood	Ms. Carmen Alvarez holds a Master's Degree in Education and have over 33 years of experience in early childhood. Ms. Alvarez will be responsible for ensuring the devices purchased through funding are effectively being used in the classroom and will monitor the overall implementation.
4.	Elementary Principals	All elementary principals hold a minimum of a Master's degree. They possess the administrative experience and supervisory skills to ensure the project stays on schedule and within the scope of the outlined work.
5.	Special Projects and Grants Specialist	Mrs. Jessica Hruska has a Master's Degree in Education and the experience need to execute all grant requirements effectively. She will be responsible for collecting and analyzing data for grant purposes and will be working with all the above mentioned to insure the grant goals and objectives are met.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Identify the teachers for each campus.	1. Develop application for teachers	03/01/2018	03/09/2018
		2. Conduct informational meetings	03/21/2018	04/25/2018
		3. Distribute application	04/25/2018	05/25/2018
		4. Establish selection committee and select teachers	05/07/2018	06/01/2018
		5. Notify teachers of selection	06/04/2018	06/05/2018
2.	Procure devices and equipment	1. Coordinate with Business Office to create accounts	04/23/2018	04/27-2018
		2. Coordinate with Purchasing to obtain bids/quotes	04/30/2018	06/15/2018
		3. Technology Dept to process requisitions	06/18/2018	06/22/2018
3.	Provide staff development to teachers	1. Develop staff development plan	05/07/2018	05/11/2018
		2. Deliver staff development	08/06/2018	08/31/2019
4.	Deploy devices to classrooms	1. Receive and process devices and equipment at Central Receiving	07/02/2018	07/20/2018
		2. Deliver devices to campuses	07/22/2018	08/03/2018
		3. Campus Technicians configure and deply devices to classrooms	08/03/2018	08/10/2018
		4. Review check out processes with teachers	08/06/2018	08/31/2018
5.	Provide parental engagement	1. Develop detailed parental engagement plan	07/30/2018	08/17/2018
		2. Conduct parent informational meetings	08/20/2018	09/28/2018
		3. Parents sign lending agreement	08/20/2018	09/28/2018

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 031-903

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to ensure that the grant goals and objectives are obtained, the Director for Technology and the Coordinator for Early Childhood (Project Directors) will be responsible for implementation and monitoring the attainment of the grant's success. The Director of Technology will primarily be responsible for the procurement, deployment, and maintenance of the technology devices. The Coordinator for Early Childhood will monitor the overall implementation in the classrooms, including the monitoring of the project milestones as proposed to ensure effective implementation and communication of grant goals to campus administrators and staff. This will include monitoring of data and staff feedback during implementation to adjust and make changes as required. The coordinator will also be in charge of communications regarding the program to campus administrative staff, teachers, and all other stakeholders to effect any revisions or changes that are required while the program is in active deployment. This communication will take place in emails, meetings, and other appropriate modes of communications to accomplish the goals of the grant.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has currently implemented an Early Literacy program in our Pre-K classrooms and will be mirroring many of these existing procedures and programs to implement the grant at the Kinder classrooms. The same model of hardware deployment and curriculum integration of the technology devices will be used to implement the grant program in the selected Kinder classrooms. This model includes campus based and district based support that is ongoing. This will include utilizing a similar model to plan and deliver staff development to the teachers, the deployment of the technology devices, and the monthly meetings to monitor progress of the students and feedback from the teachers.

Successful implementation of the grant will support the current Early Literacy efforts in Pre-K by vertically aligning the same curriculum innovation and technology resources to positively impact the Early Literacy success of our students at the Kinder and 1<sup>st</sup> grade levels district wide.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 031-903

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Technology Directors Log	1.	Number of devices prepped and delivered to campuses
		2.	Number of devices equipped with district content filter
2.	Technology Lending	1.	Number of signed parent/student agreements completed
		2.	Number of parents that attend parental engagement information session
		3.	Number of students who check out a device
3.	Web Access	1.	Number of students who chek out a hotspot for home use
		2.	Number of signed web access agreements from parents and students
		3.	Number of parents that attend parental engagement information session
4.	Work Order/Maintenance Logs	1.	Number of times a work order is put in to repair a device
		2.	Number of times device is brought in for maintenance
		3.	Length of time for repair or maintenance
5.	iStation Data	1.	Number of students that are on grade level in reading
		2.	Number of students who have demonstrate mastery of letter knowledge
		3.	Number of students who demonstrate mastery of phonological awareness

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will utilize both qualitative and quantitative data to evaluate the performance measures and indicated outlined in the evaluation design of the project. A variety of evaluation instruments will be used to collect qualitative data (focus groups, testimonials, and interviews) and collect quantitative data (surveys, signed agreements, work orders, iStation data, maintenance logs, Destiny Library Circulation reports). Data will be collected from all stakeholders including teachers, students, parents and administrators. The district will also analyze data alongside test scores, attendance data, and report cards to determine positive impacts to student achievement. These methods of data collection with the milestones of the program will guide the evaluation of the work and keep true to the objectives outlined.

The evaluation of the program will be ongoing throughout the grant period. Data will be collected on a quarterly basis and brought to the original design team for analysis of effectiveness. This team will identify and address areas of concern and will note and enhance areas success that are directly related to the indicators noted above. The project directors will be responsible for informing senior level administration on any areas of concern and swiftly develop a plan of action with campus principals. Successes that are highlighted through the data collection will be formally shared with the all stakeholders through board meetings, social media, and district level group meetings.

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**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: **031-903**

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

HCISD currently implements a High Access BYOD program and allows students to bring their own devices to school to participate and be successful in transformational instructional practices throughout the district. As the district studied the needs of students when implementing this BYOD program, it was discovered that approximately 20-25% of students did not have access to an internet enabled device that they could bring to school or internet access at home. To address this issue and to make sure that access to internet enabled devices were highly available, the district continues to procure technology devices such as tablets, laptops, and desktops at all campuses to ensure that these students have access to these resources in the instructional environment. This has been done with a combination of Local, State, and Federal funds as well as various other grant awards. Through programs like the Digital Leader/ Digital Classrooms, some of these devices are also made available to students for checkout to provide access beyond the school day and into the students home environment.

The district is currently implementing an Early Literacy Program at all elementary schools where all Pre-K classrooms have been equipped with a set of 5 student iPads, Literacy Apps, and staff development to increase Kinder readiness. There have also been other programs implemented at all elementary schools Like the Digital Leader/Digital Classroom programs, where identified classrooms are outfitted with a class set of 10 iPads, instructional apps, and staff development to facilitate the transformational instructional practices. While HCISD espouses a BYOD philosophy across the district, needs assessments showed that approximately 20-25% of students didn't have a device that they could bring to school or internet access at home. There is still a need for the district to make internet abled technology resources available for these students to be successful.

As part of the plan for this TLPG Grant application, the district will implement a Parental Engagement program at the selected Kindergarten classrooms to provide informational meetings and opportunities to access these technology devices to meet the needs of their students outside of the school day.

With a successful application and award of the TLPG Grant, HCISD will be able to provide access to these resources within the targeted Kinder classrooms to provide consistency in the Early Literacy Program that has already shown success in the Pre-K classrooms in addressing Kinder readiness. This will provide consistency in the vertical alignment of the Early Literacy program from Pre-K to Kinder and ensure improvement in 1<sup>st</sup> Readiness measures. Also, it will allow the district to plan and provide more checkout opportunities for identified high need students with no access at home.

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**Schedule #17—Responses to TEA Program Requirements**County-district number or vendor ID: **031-903**

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure the goals and objectives aligned to the TLPG an analysis of existing missions and goals was conducted through the design team. The district ensured that the program activities and requirement directly related to the District Technology Plan, Campus Improvement Plans, and the HCISD strategic plan. The district has included examples of existing goals and objectives from the following plans:

**2014-2017 TECHNOLOGY PLAN:**

- **To improve the academic achievement, including technology and information literacy, of all students.**
  - Provide every classroom with access to technology integration tools such as digital cameras, scanners, printers, interactive whiteboard devices, multimedia projection systems, computing devices (laptops, desktops, tablets, etc.)
- **Identify and promote curricula and teaching strategies that integrate technology information literacy effectively throughout the curriculum and publish recommended sites and information on the District's web servers.**
  - Use distance learning and digital content services for expanding curricular offerings and meeting the needs of all students.
- **Provide an online environment that encourages collaboration and sharing of best practices for technology integration.**
  - Develop online, interactive classrooms at the secondary level that will be integrated at all levels.
- **Integrate interactive and online learning environments into the District curriculum.**
  - Each teacher will provide and supervise an interactive technology environment, such as simulations, electronic science or mathematics laboratories, virtual museum field trips, or on-line interactive lessons, to manipulate information.
  - District-wide standards will be developed for both teacher understanding and student integration of technology and information literacy skills.

**2017-2018 CAMPUS/DISTRICT IMPROVEMENT PLANS:**

- **Identify and utilize curricula, resources, and teaching strategies that integrate 21st Century Learning Skills effectively throughout the curriculum.**
  - Transparently integrate TEKS Technology Applications throughout the district's curriculum at each grade level, focusing on developing the 21st Century learning skills of information, media, and ICT literacy.
  - Promote anywhere/anytime access for students to web-based instructional resources by implementing resources such as Learning Management Systems (i.e. - Project Share, Edmodo, etc.) and other cloud-based Internet tools (i.e. - Microsoft Office365 system for email, online data storage, etc.).

**HCISD STRATEGIC PLAN:**

- **We will create a transformed school district that ensures high quality instruction and individualized learning, resulting in maximum achievement for all students.**
  - Create and expand technology rich learning environments that empower students to maximize their learning experiences.
- **We will improve the learning experiences by using data that measures all students' weaknesses and strengths in order to address their curricular needs.**
  - Infuse technology into the curriculum to enhance classroom instruction and learning for all students.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 031-903

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

HCISD currently has a student checkout process for Internet enabled devices (WiFi hotspots) in place that has been used with the implementation of past TLPG Grant programs. This checkout procedure has successfully allowed students to access these resources on a first come, first serve basis to provide internet access while they are at home. This existing process will be adapted for the Kinder classrooms and implemented to provide this same access to the internet at home for students who do have this resource available.

These WiFi hotspots will be purchased by the district with 12 months of service to provide access to the internet at home for the period of the grant. The checkout program will include a Parental Engagement component which will include parental informational meetings, Device and Web Access agreements, and instruction on care and use of the WiFi hotspots.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 031-903

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The lending program aligns with current curriculum and supports the integration of grade appropriate Technology TEKS in all content areas. The lending program also sets the beginning stages of College and Career Readiness. Some examples of alignment to curriculum and instruction include the following:

- **creativity and innovation**-ability to explore virtual environments, simulations, models to enhance learning especially in the area of science
- **communication and collaboration**-use of collaboration tools that allow for interaction, collaboration, ability to publish with peers locally and globally skills which are integrated into writing
- **research and information fluency**-use information to guide inquiry
- **critical thinking, problem solving, and decision making**-apply critical thinking skills to solve problems, guide research, and evaluate projects skills which are used in all content areas
- **digital citizenship**-practice safe, responsible, legal, and ethical behavior  
technology operations and concepts-use proper keyboarding and demonstrate keyboarding techniques

Digital technology is an integral part of everyday instruction and the district as well as campuses have set classroom management protocols in place to ensure the technology is used appropriately and outline the consequences if they are not. A parent signature and attendance of a session on proper care and digital citizenship will be required before students will be able to participate in the program. In addition, each campus is supported by a technology specialist that supports classroom teachers with the management and care of equipment.

**TEA Program Requirement 4:** Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

HCISD has developed a process to vet out all instructional materials, including digital materials, to ensure that all materials used in the classroom are research based and effective in the field. The table below outlines the subject, grade level and main purpose of the digital instructional materials used in the primary grade levels.

Digital Content	Grade Level	Subject	Primary Purpose
OWL Our World of Learning	Pre-K and Kindergarten	All content areas	Core Curriculum, video and music used to enhance instruction
iStation	Pre-K - 5	ELA	Benchmark Data, Progress Monitoring, Intervention
ABC Mouse	Pre-K - 2	All content areas	Core Curriculum support, independent practice
Accelerated Reader	K - 5	ELA	Promote reading and comprehension
Education Galaxy	K - 2	Math	Core Curriculum support, teaching modules
Edusmart	K - 5	Science	Core Curriculum support, teaching modules
Stemscopes	Pre-K - 5	Science	Core Curriculum support, resources

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 031-903

Amendment # (for amendments only):

**TEA Program Requirement 5:** Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

HCISD has aggressively updated its network infrastructure at all elementary campuses and is confident that each of the classrooms selected to participate will have sufficient resources to support the students use of these devices. Some of the network infrastructure in place include:

- HCISD has an aggregate of 20GB of internet bandwidth available to the district
- Each elementary campus has a 1GB fiber optic WAN connection to the district network hub
- Each elementary campus has a LAN infrastructure with a 10GB fiber optic backbone and 1GB Ethernet cabling plant
- Each classroom has its own WiFi access point installed

In addition to a robust network infrastructure, HCISD has been able to provide a computer technician at each campus with only a few of the smaller campuses having to share a tech halftime. This provides for excellent technical support with fast response times to technical issues. These technicians also work on a campus level team with the campus' Library Media Specialist to provide staff development and instructional technology support for all teachers at their elementary school. This campus level team is supported by a District Level team that provides technical and instructional support to the campus level teams.

With all of these components in place, the district can provide above adequate support for the students anticipated use of these devices.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 031-903

Amendment # (for amendments only):

**TEA Program Requirement 6:** Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At the district level, the Grant Project Directors (Mrs. Carmen Alvarez and Mr. James Percy) will administer the grant for all the campuses. At each of the individual campuses, the campus Technician and the campus LMS (Library Media Specialist) will oversee the checkout process and the technology maintenance for the devices to the selected classrooms. The LMS and Technician will provide staff development to the selected teachers on the proper use and maintenance of the devices and the checkout process for students. At the classroom level, the selected teacher will oversee the checkout process to students and be responsible for the daily care and maintenance of the devices in the classroom. The ipads will be equipped with child friendly cases to protect the device in the event that it is dropped etc. If technical issues arise, the teacher will use the existing technology work order system to request repairs. The teacher will also be responsible for determining which students will have priority for checking out the devices in the case that a competing need arises. This priority will be determined by the educational need of the students – i.e. Student A is at Tier 3 and Student B is at Tier 2 in the Readiness measurements. Also the parents will receive information on how to use and care for the equipment as part of the Parental Engagement Plan developed for this grant application.

**TEA Program Requirement 7:** Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Local policy will provide accountability for the lending equipment through the following methods:

- Technology devices will be accounted for as a part of our established annual inventory process
- The district will rely on the standard manufacturer's warranty to provide repairs during the appropriate warranty period. Beyond the warranty period the district will be responsible for providing repair parts and services via our current policies and procedures for all district owned technology equipment.
- The district has an established self-insurance policy which will be used to cover these devices in the event of it being stolen or lost

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